



Executive SENDCo

Recruitment Pack



Nurturing inclusive learning communities



CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital new post of Executive SENDCo at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We currently have five academies (Ethos College, Reach Academy, Evolve Academy, Engage Academy and Elements) and we have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees Local Authority.

Thank you for your interest in Ethos Academy Trust.



Jayne Foster
CEO, Ethos Academy Trust





HEADTEACHER WELCOME

Dear Applicant,

Evolve Academy is based in Wakefield, West Yorkshire and is a part of the Ethos Academy Trust. Evolve Academy is a well-established pupil referral unit in Wakefield, specialising in supporting Key Stage 2, 3 with wide-ranging social, emotional and mental health (SEMH) needs. We will shortly be expanding our Ethos Academy provision in the Wakefield area supporting KS4 pupils, the successful candidate will be required to work across both sites and with both Leadership structures.

At Evolve Academy, we believe that all pupils deserve the opportunity to be supported to re-engage with learning and school life. We achieve this within a stimulating, safe and welcoming environment, where the curriculum is personalised to meet the differing needs and interests of all our pupils. Our staff pride themselves on offering a nurture-based approach and a high-quality educational provision that supports pupils to achieve positive outcomes and become ready to move onto further success in their next educational setting.

We are committed to ensuring that our staff are fully equipped to deliver a personalised, aspirational offer that meets the needs of all pupils. We therefore have a comprehensive staff training programme to enable our team to continue to develop their knowledge, skills and practice, with a high focus on supporting all aspects of SEMH needs.

We are seeking to appoint an inspirational Executive SENDCo to join our strong and dedicated team. The successful applicant must be dedicated to supporting our young people reach their full potential. I would like to thank you for your interest in Evolve Academy and I look forward to receiving your application.

Thank you for your interest in Evolve Academy.



David Kiss
Head Teacher, Evolve Academy



TRUST MISSION

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities**.

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.



Leading

with integrity

- Championing honesty and transparency
- Building trusting relationships



Encouraging

freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



Thinking

innovatively

- Finding creative solutions
- Meeting individual needs



Improving

continuously

- Raising standards
- Developing strong and effective leaders



Celebrating

achievement

- Improving academic progress
- Enriching personal development

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities



Ethos College provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.



Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Outreach Teaching and support staff within Ethos Academy Trust provide Outreach Services in Kirklees, supporting and working in partnership with mainstream primary and secondary schools. Our team members also work effectively with wider partners, including health & social care, to ensure early identification and ongoing assessment and timely support for children and young people with wide-ranging social, emotional and mental health needs. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The Outreach Team also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting. The support for our children, young people and families is part of Ethos Academy Trust's continuum of SEMH provision.



WHY WORK FOR THE TRUST?

Ethos Academy Trust is based in West Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

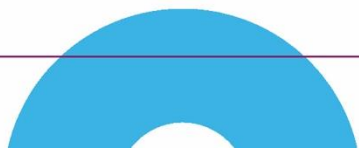
At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for young people.

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
- An opportunity to collaborate with colleagues across academies and within the central Trust teams, with other academies and Multi Academy Trusts on a local or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.



I started working for Ethos College around eight years ago, as a grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then I have not looked back!! I am now working in a leadership position, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being a part of the transformation of the lives of our young people is an absolute privilege.

EMMA GANNON, TEACHER





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust eleven years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification and, most recently, training to become a SENDCo. I am currently the Deputy SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, DEPUTY SENDCO - REACH ACADEMY



During my 6 years of employment within Ethos Academy Trust, I have been supported to access a number of professional development opportunities. I gained my PGCE over a 2-year period and, after securing a teaching role two years ago, I am now a middle leader within Ethos College and currently undertaking the NPQSL, in order to further enhance my leadership skills, understanding and practice

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, TEACHER - ETHOS COLLEGE





ADVERT FOR Executive SENDCo

Executive SENDCo – Wakefield Academies

Salary: L6 - L10, £50122 - £55360

Hours: Full time, permanent

Applications forms are available Ethos Academy Trust Batley website www.eat.uk.com

About Ethos Academy Trust

Ethos Academy Trust is located within Kirklees and Wakefield, West Yorkshire, Dinnington Rotherham South Yorkshire. The overarching aim of the Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

In addition to our five academies (Ethos College, Reach Academy, Engage Academy, Evolve Academy and Elements), the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils from across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an inspirational Executive SENDCo to join our passionate and hardworking team across our two Wakefield sites. Our Academies are an Alternative Provision for Key Stage 2/3/4 pupils. The pupils we work with may be experiencing social, emotional and mental health issues.

As a member of the Senior Leadership Team, you will model best practice and lead on SEND across the academies. You will carry out your professional duties as described in the School Teachers' Pay and Conditions document, including those duties particularly assigned by the Head Teacher.

If you have any questions about the roll, please contact Ann-Marie Oliver at amoliver@eat.uk.com

Closing date: Thursday 13th October 2022, 9am

Interview date: Thursday 20th October 2022

Visits to the school = 4th October 4.30pm-6.30pm and 11th October 3.30pm – 5.30pm

For visits please contact Ann-Marie Oliver tel 07903195387 email amoliver@eat.uk.com





Executive SENDCo JOB DESCRIPTION

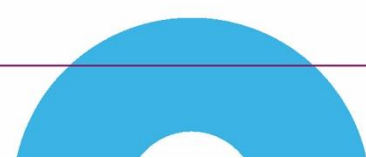
Job title	Executive SENDCo
Location	Wakefield
Hours	Full time
Reports to	Head Teacher
Staff responsible for	SENCO provision
Start Date	January 2023
Closing Date	Thursday 13 th October 2022, 9am
Interview Date	Thursday 20 th October 2022
Salary/Grade	L6 - L10, £50122 - £55360
Job Purpose	As a member of the Senior Leadership Team, you will take lead responsibility for SEND across our Wakefield Academies working with staff and pupils across KS2 and KS4, Leading and modelling best practice and monitoring, evaluating and improve the quality of provision for all aspects of SEND.






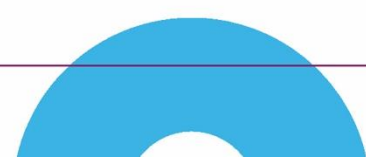
KEY OBJECTIVES AND ACCOUNTABILITIES

Leadership and Management

- Assist the Senior Leadership Team in shaping a vision for the quality of SEND provision for all groups of pupils, exemplifying high expectations and with a clear focus on improving outcomes.
 - Play a significant role in setting aims and objectives and in formulating, implementing and reviewing the impact of the Graduated Approach.
 - Work with the Senior Leadership Team when setting aims and objectives and in formulating, implementing and reviewing the impact of School Development Plans.
 - Be an ambitious and exceptional Executive SENCO who will inspire us, challenge us and set the highest expectations as they lead improvements in SEND and inclusion for our Wakefield academies community.
 - To make a significant contribution to the provision's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
 - Engage with research, national bodies, sources of excellence and the wider practitioner community to continually improve and enhance provision for the most vulnerable children and young people in our Wakefield academies.
 - Maintain an up-to-date knowledge of change in SEND legislation and cascade that across staff teams
 - Ensure school websites effectively fulfil the statutory requirements for the publication of SEND and safeguarding information, recommended responses as necessary.
 - Contribute and lead elements of provision self-evaluation and developing planning processes.
 - Develop, implement and quality assure effective systems of communication, including reports to key stakeholders.
 - Undertake the professional responsibilities of the role in accordance with Teachers Pay and Conditions document and as directed by members of the Senior Leadership Team
 - To maintain an informed view of standards and the quality of teaching across the Wakefield Academies by monitoring pupils' work and teaching completing learning walks, work scrutiny and curriculum development in line with the SEN Code of Practice.
 - Be a lead professional and positive role model within our community, helping others recognise difference and respect diversity.
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- Contribute to elements of the Academies self-evaluation and developing planning processes.
 - Assist the Senior Leadership Team, having a direct impact in raising achievements to the highest-level for all children through uncompromising high ambition.
 - To actively promote equality of opportunity by assisting both academies SLT in ensuring the academies curriculum provides the best possible education for all its pupils.
 - Demonstrate the ability to develop the role to potentially chair professional SENCO networks across the trust.
 - Have the ability to potentially support other academies across the Trust.

Teaching and Learning

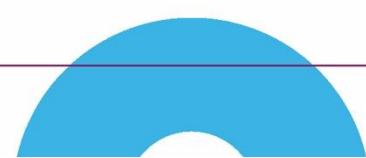
- Ensure all teaching is routed in nurture and that the curriculum intent and implementation is personalised to meet the needs of all learners.
 - Strategically lead, develop and manage Quality Assurance by leading professionally, actively promote effective learning teaching and learning practices.
 - To carry out duties, as agreed with members of the Senior Leadership Team across both academies, providing a model of excellence for colleagues.
 - To undertake a significant role in maintaining a high standard of pupils' behaviour, within the framework of our Trusts policies and supporting staff as necessary.
 - To provide leadership and support for colleagues across both academies (teachers and support staff) with regard to SEND provision.
 - To liaise effectively with parents and carers ensuring high quality information is provided and ensure good relationships between the provision, home and mainstream settings in order to improve teaching, learning and behaviour.
 - To support and influence the whole Teaching and Learning Policy to promote aspects of inclusive learning.
 - Plan, coordinate and evaluate all SEND training for all staff across both academies, Trustees and Local Governors.
 - Secure high-quality teaching and learning for pupils with SEND and / or who are vulnerable ensuring the effective implementation of Education Health Care Plans, Pupil Support Plans - Individual Education Plans, Individual Behaviour plans and systems in place to ensure the graduated approach is used well.
 - Support Teachers to implement effective approaches to setting baselines for pupils who have SEND, and monitoring progress against the attainment and wellbeing measures.
 - Set the highest possible standards of classroom practice and management as an exemplar to other colleagues.
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Behaviour and Attitudes

- Support and assist across both academies in the continued development of systems for recording and monitoring incidents of behaviour and intervention in line with the Graduated Approach.
- Provide support and for children with SEND and create strategies to enable pupils with exceptional needs to remain in the group setting.
- Support the development and implementation of policies to ensure a whole school focus on positive behaviours.
- Create strategies to enable pupils with exceptional needs to remain/return to group setting.

Other duties and responsibilities

- To attend meetings, in accordance with the Trust policy and to lead such meetings as required:
 - Develop and implement policies related to the role of SENDCo, as required by the Head Teacher of each site.
 - To prepare and present reports, as required, to LA officers, parents, outside agencies etc.
 - Disseminate procedural information such as recommendations of SEN support and statutory documentation.
 - Be an expert of developments in SEN and ensure the sharing of knowledge and experience.
 - Participate in training and other learning activities and performance development as required as part of ongoing CPD.
 - Work effectively and professionally with all stakeholders, promoting the Trust positively at all times.
 - Maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information in line with data protection.
 - Understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times.
 - Encourage and support the participation of leaders and teachers in local SEND
 - Work with Trust leaders, school leaders and SENCOs to develop, the provision for family support for those who are most vulnerable.
 - Develop, commission and quality assure SEND specialist to support our Wakefield Academies.
 - Develop strategies to engage the Learner Voice for children and young people with SEND.
 - Secure views about, provision and future opportunities, to help ensure the SEND offer continues to meet young people's aspirations and expectations.
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- Support each school to establish a nurturing culture and bespoke provision for pupils with a range of additional, medical and complex needs.
 - Uphold and support the Trust vision and values.

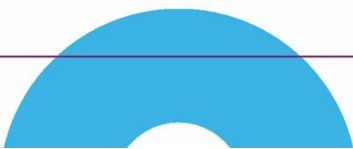


PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold qualified teacher status Hold a National Award for SEN Coordination	E
	Have extensive experience in SEN Co-ordination	E
	Have evidence of recent CPD to fulfil the requirements of the role	E
	Up to date knowledge of understanding child protection issues and procedures	E
	Remain up to date on local and national development within the SEN and SEMH area of education.	D
Relevant Experience	Experience of understanding and the application of Quality First Teaching Principles	E
	Extensive experience of working with the Head Teacher and Link Trustee with responsibility for SEND to determine the strategic development of the SEND policy and provision in the Trust.	D
	Experience of having day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.	E
	Experience of providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching; Knowledge of statutory guidance/legislation in relation to exclusions, appeals, tribunals and SEND	E
	Confident understanding of SEND funding and negotiating with Local Authorities.	D
	Understanding of strategic provision mapping and the development of SEND provision. Understanding of the Fair Access process.	D
	Experience of advising on the graduated approach to providing SEND support.	E



	Understanding of strategic provision mapping and the development of SEND provision. Understanding of the Fair Access process.	D
	Experience of advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;	D
	Experience of being the point of contact for external agencies, especially the local authority and its support services;	D
	Experience of liaising with potential next providers of education to ensure pupils and their parents / carers are informed about options and a smooth transition is planned;	E
	Experience of working with the Head Teacher to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;	E
	Extensive experience of ensuring the records of all pupils with SEND up to date.	E
	Experience of leading on staff development initiatives including mentoring staff	E
	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	E
	Understanding of how the role of parents and the community in school improvement can be promoted and developed	E
	Experience of improving the quality of teaching and learning through processes of monitoring and support	E
	Understanding of effective strategies for gaining and maintaining high standards of behaviour at whole school level.	D
	Experience of implementing clear policies and practices throughout the school, including monitoring and evaluating their impact	D





Aptitudes, skills and competencies	Ability to provide a model of best practices, through teaching in own or others' settings	E
	Demonstrate leadership qualities, resilience and the ability to enthuse, empower, motivate others and work flexibly as part of a team	E
	Demonstrate leadership at meetings with Local Authority Panels as required providing feedback to parents and settings	D
	Demonstrate the ability to provide executive level reports and link with the SEN board and support their understanding the needs of the schools.	D
	Lead, manage and develop areas of learning according to current SEN and SIP priorities	E
	Articulate a clear vision for high quality education in an AP context	E
	Effective communication skills both orally and in writing to a diverse range of audiences internally and externally, maintaining an effective network of contacts	E
	To relate well and be responsive to the needs of the pupils with SEMH needs	E
	Good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions and present school performance and financial data	E
	Be prepared to bring a fresh perspective to new education initiatives	E
	To work in partnership with external partners to ensure provision is closely matched to pupils needs ensuring the best outcomes.	E
	Highly developed organisational skills, ability to work independently and unsupervised to tight deadlines using own initiative and whilst managing conflicting priorities.	E
Any additional factors	The post holder may be required to work outside of normal school hours on occasions, be flexible and adaptable in a variety of situations with due notice	E
	Willingness to undergo an enhanced DBS check and sign up to the DBS service on an annual basis	E





	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E
	Full driving licence and willingness to transport pupils on own vehicle and obtain business insurance	E
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	E

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

GDPR

A copy of our Privacy Notice is available via our website.

www.eat.co.uk





Nurturing inclusive learning communities

Ethos Academy Trust
c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ